

Core Content for Reading Assessment

Draft for Assessment Contractors

**Version 4.0
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Kentucky Department of Education



Introduction Core Content for Reading Assessment

What is the *Core Content for Reading Assessment*?

The *Core Content for Reading Assessment*, Version 4.0, represents the reading content from Kentucky's Academic Expectations and *Program of Studies* that is essential for all students to know for Kentucky's state assessment. It captures the "big ideas" of reading. Students should have exposure to various kinds of texts in order to fully understand how to apply the appropriate skills, strategies, and concepts outlined in the Core Content for Assessment. The Kentucky Core Content for Reading Assessment will include passage selections that are multicultural and from various genres (literary, information, practical workplace, and persuasive). Version 4.0 *Core Content for Reading Assessment* and the Academic expectations provide the parameters for test developers as they design the state assessment items. These content standards provide focus for the development of the 2007 Kentucky Core Content Test (KCCT) and the assessments to meet the requirements of No Child Left Behind (NCLB).

The *Core Content for Reading Assessment* is not intended to represent the comprehensive local curriculum for reading assessment and instruction. It is also not the comprehensive *Program of Studies for Reading*, which specifies the minimum content for the required credits for high school graduation, and the primary, intermediate and middle level programs leading to these requirements.

Kentucky Academic Expectations for Reading

The Kentucky Academic expectations define what students should know and be able to do upon graduation from high school. These goals were used as a basis for developing the *Program of Studies* and the *Core Content for Reading Assessment*.

Goal: Students are able to use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives.

1.2 Students make sense of the variety of materials they read.

How is the *Core Content for Reading Assessment* organized?

The *Reading Core Content for Assessment, Version 4.0*, is organized by grade level (end of primary-3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th and 12th in order to ensure continuity and conceptual development. This is different from the current 3.0 Version, which is organized by grade spans.

The *Core Content for Reading Assessment* is organized into five big ideas. The five big ideas are:

- Forming a Foundation for Reading
- Developing an Initial Understanding
- Interpreting Text
- Reflecting and Responding to Text
- Demonstrating a Critical Stance.

Forming a Foundation for Reading requires readers to develop and apply basic reading skills and strategies across genres to read and understand texts. This involves reading at the word, sentence and connected text levels.

Developing an Initial Understanding requires readers to develop an initial impression or global understanding of what is read. This involves considering the text as a whole or in a broader perspective.

Interpreting Text requires readers to extend their initial impressions to develop a more complete understanding of what is read. This involves linking information across parts of a text as well as focusing on specific information.

Reflecting and Responding to Text requires readers to connect knowledge from the text with their own background knowledge. The focus is on how the text relates to personal knowledge.

Demonstrating a Critical Stance requires readers to stand apart from the text and consider it objectively. This involves a range of tasks, including critical evaluation, comparing and contrasting, and understanding the impact of such features as irony, humor and organization.

What genres of reading will be assessed? The reading core content at each grade level will include literary and informational texts. Informational texts include expository, persuasive, and procedures/documents.

What do the codes for the *Core Content for Reading Assessment* mean?

The Reading Core Content for Assessment is addressed at each of the grade levels from end of primary through Grade 10. The content standards for end of primary through Grade 8 were first developed in 2004 to address the No Child Left Behind testing which will begin in the spring of 2006. Each content statement within each grade level is identified by a grade level code and a numeric code. The code begins with RD for reading. The grade level codes are:

| | | |
|---------------------|--------------------|---------------------|
| Elementary | Middle School | High School |
| EP – end of primary | M6 – sixth grade | H9 – ninth grade |
| E4 – fourth grade | M7 – seventh grade | H10 – tenth grade |
| E5 – fifth grade | M8 – eighth grade | H11- eleventh grade |
| | | H12- twelfth grade |

The numeric codes represent the strands and number of the bullet for each bullet. For examples, RD-E4-2.1 would stand for the first bullet in the second big idea (Developing an Initial Understanding) for fourth grade.

RD-E4-2.1

RD Reading

E4 Elementary, fourth grade

2 (second big idea) Developing an Initial Understanding

1 (first statement)

Core Content statements are **bolded** for “**state assessment**” or *italicized* for “*supporting content but not state assessment*”. The intent is to show what core content statements are fair game to be assessed on the Kentucky Core Content Test (KCCT) and those that instructionally support the state assessed content, but will not be assessed at the state level. The content statements for the state assessment have been clarified with verbs to represent what students will be expected to do and reflect the depth of knowledge and cognitive complexity expected for the state assessment. They are not meant to limit the cognitive complexity for instruction in the classroom. In order for students to perform at a high level on the KCCT, they need to have mastered the supporting content as well as the state assessed content.

Some Core Content statements contain additional information in parentheses. If there is a list inside with an e.g., preceding it, that means the examples included are meant to be just that, examples. However, if the list is not preceded by an e.g., the list is to be considered exhaustive and those items are the only items that are “fair game” for assessment.